

Promoting Relationships and Behaviour in Falkirk Schools through pedagogy to support children's Social & Emotional Development

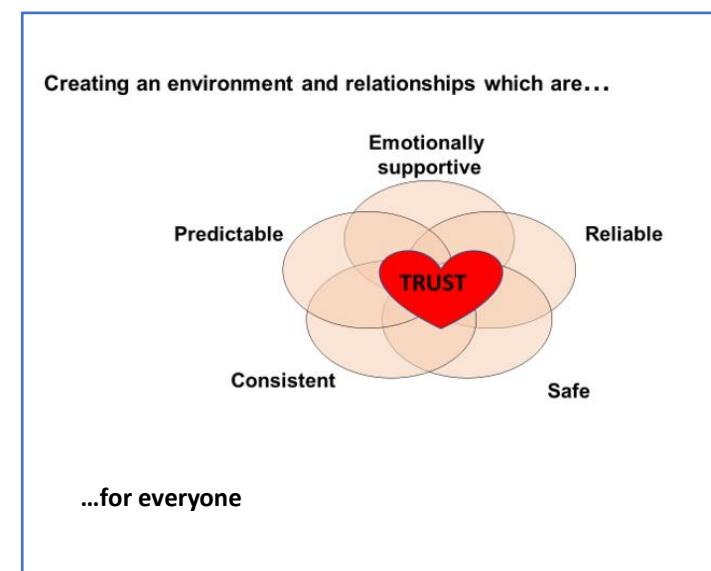
A guide for schools (Primary)

Social, emotional and behavioural development are closely intertwined.

Social development depends on the growth in our relationships with others, within the constructs of the culture and society of which we are part.

Socialisation is the process of learning the skills to understand the cues in the social world and understand the actions, intentions and feelings of others in order to build and maintain healthy relationships with others (adults and children).

Emotional development happens in the context of positive social relationships with trusted and consistent adults. Emotional development initially involves children having their feelings recognised and responded to by adults. As they develop, children can recognise their own and others' feelings. Being able to express and manage feelings depends on the experiences children have to develop their emotional security and skills.



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Promoting Positive Behaviour and Relationships through Social and Emotional Development

This guide focuses on the type of support required in education to promote the social and emotional development of children and young people that in turn influences their behavioural development. We are attempting to prevent, remove or minimise any social, emotional and behavioural barriers to learning and development.

If children/young people do develop barriers to learning of a social, emotional and behavioural nature, this aspect of their development can be disrupted or delayed due to various causes. The causes will vary for different children, but often includes:

- vulnerabilities or adversities experienced in their early life
- mental health difficulties
- an underlying medical disorder or difficulty

- learned patterns of behaviour
- disengagement from learning due to other Additional Support Needs
- psychological distress such as from a bereavement or a trauma

The impact of these difficulties for the child often means that they have not learned how to manage their emotions and in turn be able to interact well socially and behave appropriately in a range of contexts, which can be disruptive to their own learning and the learning of other children. Notably, all children and young people with additional support needs in one domain – social OR emotional will require to have their Additional Support Needs met. In most of these cases, this will require adaptations within the child's local/mainstream education establishment. Timely utilisation of evidence-informed intervention in these circumstances will for the most part be effective.

Approaches and Practices for Social, Emotional & Behavioural Additional Support Needs

What do we do?

Children & young people experiencing difficulties in their social, emotional, communication and behavioural development can be described as requiring support or intervention across three broad areas. These can overlap (see Diagram 1). **This guide aims to primarily identify and support within context: intervene within education establishment (eg. school, classroom). However, the approaches and practices will support individual or class group skills and the approaches and practices should be used to inform early intervention work of teams around children.**

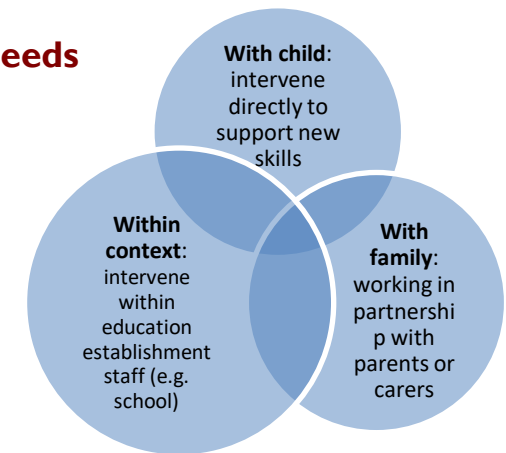
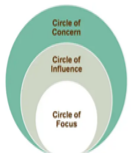


Diagram 1. Areas of support & intervention for young people needing assistance with their social, emotional, and behavioural development.

Covey, S (1990). *The 7 habits of highly effective people*. Melbourne: The Business Library.



Through Getting It Right for Every Child, we are working in partnership to respond to unmet needs in the child's school life and wider world. At times, we overestimate the impact of addressing the wider world factors and underestimate the difference that school experiences can have for children and young people. This guide is to help maximise what is in the circle of influence of school-based staff. The circle of focus reminds us that we cannot make all the changes that we think are needed at once. We must prioritise. *Small changes can lead to bigger changes*

What is this guide?

This guide provides schools with a range of evidence-informed sources and tools that are specifically aimed at promoting positive learner behaviours through enhancing learner's social and emotional and behavioural development. Schools will need to select the parts of the guide that are most useful for them depending on their own context and needs of their learners. The guide can be used to think about whole school approaches, the needs of specific class groups or the needs of individual learners. The guide has content for mainstream primary schools (however, some parts of the guide will also be of use in secondary schools).

Why use this guide?

We want to intervene early to prevent children's social, emotional and behavioural development becoming more complex. Individuals with Additional Support Needs, including learners with social, emotional and behavioural barriers are entitled to have reasonable adjustments made to reduce as many barriers to their learning and wellbeing as possible. Barriers will differ depending on the individual. Many of the adaptations made will benefit a whole range of learners. With the right support, all learners can access the curriculum well and make good progress in all their skills.

When to use the guide?

It can be used at any-time and particularly when there are concerns about the social, emotional and behavioural development of one or more children & young people in the school. It is best to use the tool periodically (eg. annually) or if any changes are being implemented to use it as a way to review those changes.

Who should use the guide?

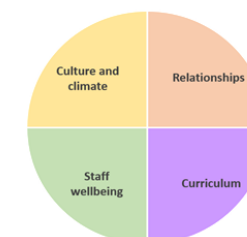
Practitioners working in individual classrooms (eg. teachers, SfLAs), whole staff groups, Support for Learning Teachers, School leadership teams (Principal Teachers, Depute Head Teachers, Head Teachers). We know that **working with others** is almost always the best way to reach an identified improvement. So, using this guide with others is recommended to promote discussion, select the most useful parts and apply them.



Collective efficacy is the shared belief of 2 or more people in their joint action and capability to successfully achieve a change that they aim to make.

How to use the guide?

The guide should help inform and prioritise the approaches and practices being used within a school. It is a reference resource with links to signpost to credible sources of information and resources. It can be used for helping to undertake self-evaluation of how to improve relationships and behaviour across a whole school. It can be used to identify (assess) what might be underpinning difficulties in relationships and behaviour that arise in particular class groups, groups of children or individual children. It can be used to define desired outcomes and ways to meet these (intervene) in a child's action plan across the stages in Falkirk Council Staged Intervention.



Understanding the progression of children's social, emotional, relationships & behaviour development

While recognising that all children are individuals and there will be some differences in each child's development within and across the social, emotional, relationships and behaviour domains (shaped by within child characteristics and their life and environmental experiences), there is strong understanding about the broad developmental progression that we will observe in almost all children. It is important that we have a strong understanding of this to inform our expectations and universal supports for all children. It is to be expected and natural that children's progression will change pace and some may need supports with various aspects of their social, emotional, relationships & behaviour development that does not indicate a longer term barrier to these skills developing.

[Click image for access](#)

Social and Emotional Development in Childhood

(Toddlerhood, Early Childhood, Middle Childhood, Adolescence) covering the domains of:

Emotional Awareness: Emotional Recognition, Emotional Regulation

Social skills

Relationships

Self-identity and self-esteem

What can the Adults do to Support?

Social and Emotional Development in Childhood: Typical developmental stages ([document](#))

[Click image for access](#)

Theory of Mind developmental stages

Theory of mind is the ability to differentiate and attribute thoughts, desires, beliefs, emotions intents and knowledge to the self and others. When children develop Theory of Mind, they can understand that others may think differently to themselves. They are also able to begin to discriminate between what is real and what is not real as they begin to understand deception and lying. There is a widely agreed sequence of the development of Theory of Mind in which children develop skills towards understanding others as having different mental states and that they are their own agents, separate to others.

Resources for supporting the social, emotional and behavioural development of primary-aged children

Supporting almost all learners in a mainstream setting

A number of resources are available to support schools in their self-evaluation and actions to meet the [2019-03-26 Presumption to provide education in a mainstream setting: non statutory guidance](#):

- [2023-03 Falkirk Council Inclusion Equalities Framework](#) created by representatives from Falkirk Council Primary School managers
- [2024-05 Present, Participating, Achieving and Supported Framework prompts document](#) and [blank recording document](#)
- [The Scottish Universities Inclusion Group \(SUIG\) \(2023\). Working with the National Framework for Inclusion: a guide for teacher educators. Author.](#) Advocated by the General Teaching Council for Scotland. In particular, use of the Inclusive Pedagogical Approaches in Action (IPAA) principles, [page 6](#) & [page 7](#) and the [Professional Knowledge and Understanding](#) and the [Professional Skills and Abilities](#) sections.

[Falkirk Council Framework for Staged Intervention \(2021\)](#)

A learning environment that supports all learners should:

<p>Be mindful of noise</p>	<p>Avoid over stimulation</p>	<p>Consider sensory needs</p>
<p>Consider accessibility</p>	<p>Promote the classroom as a shared space</p>	<p>Equal access to the teacher</p>
<p>Be friendly, warm and welcoming</p>	<p>Provide the right support, in the right way</p>	<p>Promote equality and fairness</p>
<p>Have appropriate IT available</p>	<p>Embrace technology for learning</p>	<p>Use resources available from organisations such as Call Scotland</p>

This poster has been created by the Inclusion Ambassadors, a group of young people with additional support needs who are working to improve inclusion in education across Scotland. Find out more and access more resources at: childreninscotland.org.uk/inclusion-ambassadors

Inclusion Ambassadors Children in Scotland ENQUIRE

Understanding the Wellbeing Indicators (SHANARRI) and how they contribute to social, emotional development, relationships & behaviour

What GIRFEC says and Why it's important

The National Practice model uses SHANARRI as the building blocks important to child development and health. Used in a multi-agency context and with parents and carers, this provides a universal language to support children and young people both universally and as part of the staged approach to intervention. SHANARRI is described below.

Safe – growing up in an environment where a child/young person feels secure, nurtured, listened to & enabled to develop to their full potential. This includes freedom from abuse or neglect.



Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are physiological, safety, love and belonging, esteem and self-actualization. Therefore, to thrive a child/young person needs to feel safe. (Maslow, A. 1943, the Theory of Human Motivation).



Maslow's hierarchy of needs

Healthy – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.



Early child development is influenced by both biological factors (such as being born prematurely) and environmental factors (such as the parenting and opportunities for play and exploration children receive). Problems with early child development are important as they are strongly associated with long-term health, educational, and wider social difficulties. Detecting developmental problems early provides the best opportunity to support children and families to improve outcomes. There is good evidence that parenting support and enriched early learning opportunities can improve outcomes for children with, or at risk of, developmental delay. There is also increasing evidence that intensive early interventions for children with serious developmental problems can also improve outcomes. (Early Child Development, Public Health Scotland, 2021).

Achieving – being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.






'School is the place where children develop the cognitive competencies and acquire the knowledge and problem-solving skills essential for participating effectively in the larger society. Here their knowledge and thinking skills are continually tested, evaluated, and socially compared. As children master cognitive skills, they develop a growing sense of their intellectual efficacy. Many social factors, apart from the formal instruction, such as peer modelling of cognitive skills, social comparison with the performances of other students, motivational enhancement through goals and positive incentives, and teachers' interpretations of children's successes and failures in ways that reflect favourably or unfavourably on their ability also affect children's judgments of their intellectual efficacy (Bandura, 1994).

Nurtured – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.



To nurture means to care for and protect something or someone while it is growing. We can all do this. Parents, carers, and other family members nurture children. Teachers and other school staff nurture their pupils. What does nurture do? It supports children and young people as they grow. It helps develop social and emotional skills and builds resilience and self-esteem. See the Six principles of nurture as outlined by Bennathan and Boxall (2018). Education Scotland's '[Applying nurture as a whole school approach.](#)' can help a school or setting consider how it meets the nurture principles.

<p>Active – having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.</p> 	<p>Regular physical activity can boost self-esteem, mood and sleep quality. Research indicates that inactive children are likely to become inactive adults, putting young people at risk of developing ill health in later years. This is why it's important to encourage exercise and keeping fit from a young age. Regular exercise has lots of health benefits for children and young people, such as: improving fitness, providing an opportunity to socialise, increasing concentration, improving learning successes building a stronger heart, bones and healthier muscles, improving self-esteem, lowering stress, encouraging healthy growth and development, improving posture and balance and encouraging a better night's sleep (NHS Great Ormond Street, 2013). Play based activities help children learn through having fun, being motivated and working collaboratively.</p>
<p>Respected – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.</p>  <p>Scottish Government: Children's Rights</p>	<p>Human rights are the basic rights and freedoms that belong to every person in the world. Children and young people have the same human rights as adults. They also have specific children's rights under the UNCRC that recognises their special needs so that they can develop to reach their full potential. There are four articles in the convention that are seen as special. They are known as the “General Principles,” they are: <i>1. Non-discrimination (everyone treated the same regardless of race, colour, religion or gender); 2. Best interest of the child; 3. Right to life survival and development; 4. Right to be heard.</i> Under the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 in July 2024 these rights have been incorporated into Scottish law. A children's rights-based approach across a school emphasises their entitlement to be kept fully informed and right be included in decisions regarding all aspects of school life.</p>
<p>Responsible – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where needed, having appropriate guidance and supervision.</p>	<p>The UNCRC refers to children having responsibilities just as they have rights. For example: children should respect the rights of others, especially their parents. By learning to become responsible, children and young people are learning to fulfil the 4 capacities of Curriculum for Excellence, developing into responsible adults. Many schools have signed up to UNICEF - Rights respecting schools as a way of becoming accredited by helping children learn about their rights and responsibilities.</p>
<p>Included – having help to overcome inequalities and being accepted as part of their family, school and community.</p> 	<p>Children's rights and entitlements are fundamental to Scotland's approach to inclusive education supported by the legislative framework and key policy drivers. These include, Curriculum for Excellence, Getting it Right For Every Child (GIRFEC) and the Professional Standards for Scotland's Teachers. These are underpinned by a set of values aligned to social justice and commitment to inclusive education. It is the responsibility of all who work with children to respond appropriately to their needs. Recognising early signs of difficulties and adapting learning and teaching approaches are a regular part of the daily routine for school staff. Effective assessment, planning, action and review, consistent with the values and principles of Curriculum for Excellence, the Getting it right for every child (GIRFEC) approach, the Early Years Framework and legislation. This inclusive approach not only allows children and young people to thrive in their community but also contributes to all children and young people's understanding and appreciation of diversity and helps to build a more just society (Scottish Government. Embedding Inclusion, Wellbeing and Equality).</p>
<p>Assessment of wellbeing</p> <p>Falkirk GIRFEC Practitioner Pages GIRFEC recording proformas Child's plan - GIRFEC Forms</p>	<p>The GIRFEC 5 key questions have been updated to include a question about children's rights. 6 Key Questions:</p> <ol style="list-style-type: none"> (1) What is getting in the way of this child's wellbeing? (2) Do I have all the information I need to help this child? (3) What can I do now to help this child? (4) What can my agency do to help this child? (5) What additional help, if any, may be needed from others? (6) Are this child's human rights being met?

Classroom & School Ethos

Ethos refers to the overall atmosphere, culture, and values that shape interactions, relationships, and learning experiences within learning environments. It encompasses the attitudes, behaviours, and norms that are collectively shared and upheld by both children and teachers. Classroom ethos plays a crucial role in social and emotional development. When practitioners take a child centred approach, which focuses on wellbeing, inclusion, equality and fairness, it creates a safe and inclusive environment, where all can learn and develop.

Here are some ways that a positive classroom and school ethos can promote social and emotional well-being:

Relationships & Belonging

A positive classroom ethos fosters a sense of belonging. When students feel accepted and valued by their peers and teachers, they are more likely to engage, and take risks in their learning. This sense of belonging contributes to positive social and emotional development and can enhance students' self-esteem and self-confidence. Positive relationships provide opportunities for students to learn important social and emotional skills, such as communication, cooperation, empathy, and conflict resolution. These skills are essential for navigating social situations. Using **restorative approaches**, when conflicts arise, students learn how to express their emotions constructively, listen to others, and find mutually beneficial solutions.

Emotional Safety

An ethos characterised by respect, empathy, and understanding creates a safe emotional environment where students feel comfortable expressing their thoughts, feelings, and concerns. When students feel emotionally safe, they are more likely to develop strong interpersonal skills, build healthy relationships, and learn strategies for managing their emotions. We learn best when we can focus on a task and are not worried.

Social skills

Social skills are often learned by observing others. Not all learners have had a positive experience of this. Observing adults modelling appropriate emotional and social skills during interactions has been shown to be beneficial in supporting the development of pro social behaviour.

The ability to respect and celebrate individual differences, people from ethnic minority background and to value diversity

A diverse and inclusive classroom ethos leads children and young people to learn to appreciate and respect differences in backgrounds, perspectives, and experiences, which strengthens their social awareness and empathy. This prepares them to interact effectively in a multicultural society.

Children and young people have a positive approach to learning

When adults emphasis the process of learning over the end result, self-reflection on the learning process, a focus on learning strategies, curiosity and inquiry and when mistakes and setbacks are normalised, students can become more resilient; less afraid of failure and have increased self-efficacy.

Behavioural Expectations

Communicating clear and consistent expectations will help students to be clear on behavioural expectations. When children and young people understand the norms and values that guide classroom interactions, they are more likely to exhibit prosocial behaviours and make responsible choices. This contributes to a positive learning environment where all can thrive.

Emotional Regulation

In a classroom where behaviour is seen as communication, learner behaviour is interpreted as a way for them to communicate how they feel, When children and young people are taught how to correctly recognise, understand and express their emotions, this has been found to be effective in improving long term outcomes.

Key messages from research, evidence & policy

<p>Education Scotland (2023). Promoting Positive Relationships and Behaviour in Educational Settings. GUIDE (2021) highly recommended Guidance for Developing a Local Relationships & behaviour Policy (2021)</p>	<p>A comprehensive resource to support education establishments and local authorities who are reviewing their policies, practice and guidance around relationships and behaviour. The resource explores seven key areas:</p> <ol style="list-style-type: none"> 1. Making sense of legislation, policies and recommendations to focus on what matters to children, families and workforce 2. People Matter – Supporting staff wellbeing through strong relational practice 3. Why the shift from punitive to relational approaches? 4. Relationships matter for wellbeing, learning and behaviour 5. Relational approaches to promote positive behaviour 6. Relationships and Behaviour: making policies and turning them into practice 7. Consistency, consequences, exclusions and the rights of the many vs the rights of the few
<p>Scottish Government (2013). Better Relationships, Better Learning, Better Behaviour.</p>	<p>A staged intervention model for meeting the needs at the earliest opportunity requires a strong foundational universal stage focused on whole school ethos, culture and values (whole school approaches, positive learning environments, restorative approach, health and wellbeing curriculum).</p>
<p>Scottish Government (2018). Developing a positive whole school ethos and culture: relationships, learning & behaviour.</p>	<p>This policy guidance builds on and supersedes the 2013 publication <i>Better Relationships, Better Learning, Better Behaviour</i>. It highlights the need for a continued focus on the promotion and development of positive relationships and behaviour to improve a school's ethos and culture. Approaches to develop this learning environment should also be underpinned by children's rights.</p>
<p>Getting It Right For Every Child Wellbeing Resources</p>	<p>Wellbeing sits at the heart of the GIRFEC approach. This resource outlines the tools that can be used as part of a wellbeing assessment under the National Practice Model as part of the staged approach. These include: - the (SHANARRI)Wellbeing Wheel; the My World Triangle and the Resilience Matrix.</p>
<p>Education Scotland (2014). Health and Wellbeing: Responsibility of all – Making the links...making it work. Booklet & Posters</p>	<p>The aim of this resource is to demonstrate the links between Health and wellbeing (HWB): responsibility of all, Getting it Right for Every Child (GIRFEC) and United Nations Convention on the Rights of the Child (UNCRC). The key to this is making the connection between the health and wellbeing experiences and outcomes which are the responsibility of all and the wellbeing indicators (SHANARRI Wheel). This ensures that the child is at the centre and their wellbeing is paramount. The resource package can be used flexibly to evaluate an establishment's current position as regards Health and wellbeing; responsibility of all and to plan their next steps.</p>
<p>Education Endowment Foundation (2021). Improving Social and Emotional Learning in Primary Schools. Guidance Report. Recommendations Poster.</p>	<p>Six recommendations:</p> <ol style="list-style-type: none"> 1. Teach social and emotional skills explicitly (teaching strategies) 2. Integrate and model social and emotional skills through everyday teaching (teaching strategies) 3. Plan carefully for adopting a social, emotional learning programme (curriculum) 4. Use a sequential, active, focused & explicit curriculum (curriculum) 5. Reinforce social emotional learning skills though whole school ethos and activities (whole-school) 6. Plan, support and monitor social emotional learning implementation (implementation)



<p>Education Endowment Foundation (2021). Improving Behaviour in Schools. Guidance Report Recommendations Poster</p>	<p>Six recommendations: 1. Know and understand your pupils and their influences (proactive) 2. Teach learning behaviours alongside managing misbehaviour (proactive) 3. Use classroom management strategies to support good classroom behaviour (proactive) 4. Use simple approaches as part of your regular routine (proactive) 5. Use targeted approaches to meet the needs of individuals in your school (reactive) 6. Consistency is key (implementation).</p>
<p>Education Scotland National Improvement Hub (2022). Rights, Reviews, Promises and Inclusion for All evaluation tool</p>	<p>This resource assists staff in early years, schools, and local authorities. It encourages reflection, incorporation, and implementation of the recommendations from the Review of the additional support for learning implementation (gov.scot), and The Promise (gov.scot). Four overlapping themes offer a practical approach for staff to consider in their planning and self-evaluation processes. These are: rights and equalities; relationships; wellbeing and care and inclusion. The Rights, Reviews, Promises and Inclusion self evaluation template (Word) can be used as a reflective tool to identify current work and plan future improvements.</p>
<p>Education Scotland (2021). Restorative Approaches to Support positive relationships and behaviour. Guide</p>	<p>A restorative approach provides a framework of values, thinking and language that is helpful when 'something' needs to be restored. In different contexts this could be: (1) effective communication; (2) relationships or friendships; (3) empathy and understanding for another person's perspective; (4) respect (this could mean a sense of security, self-confidence, self-respect, or dignity); (5) understanding the impact of our own behaviour on others; (6) repairing or replacing damaged materials or resources. This resource gives examples of restorative values, thinking and language and describes how to put these into practice.</p>
<p>National Institute for Health and Care Excellence (2022). Social, emotional and mental wellbeing in primary and secondary education. Guidance</p>	<p>Includes recommendations on whole-school approach, universal curriculum content, identifying children & young people at risk of poor social, emotional and mental wellbeing, targeted support, support with school-related transitions and other life changes. Research recommendations – look further and use. Evidence – look further and use.</p>
<p>Queen Margaret University & Edinburgh City Council (2015). Working within an inclusive classroom</p>	<p>Gives information and suggests policies, procedures and systems which underpin a whole school approach to inclusive classrooms based on the Circle inclusive classroom frameworks (see Audit tools). As well as the importance of the Physical Environment it explains that within the Social Environment how a learner centred approach and the teaching of emotional literacy and social skills facilitates wellbeing and learning.</p>
<p>NHS Education for Scotland (2017). CASEL Research</p>	<p>Transforming Psychological trauma: a knowledge & Skills Framework for the Scottish Workforce Sowing seeds : trauma informed practice for anyone working with children and young people Turas Learn (nhs.scot)</p>
<p>CASEL Research</p>	<p>CASEL is a Collaborative for Academic, Social and Emotional learning set up in the US in 1994. It emphasises the importance of social and emotional learning (SEL) and their research indicates that evidence-based SEL programmes lead to improvements in attendance, positivity and academic attainment.</p>
<p>Social Emotional Learning (unesco.org)</p>	<p>This gives a global overview of social and emotional learning and indicates for example, why SEL is important for educators too. The publication 'A review of social and emotional learning for Education Systems' edited by N.C. Singh and A. Duraippal (2020) based on the work of several academics gives a comprehensive overview of the importance and impact of SEL.</p>

<h1>Audit Tools</h1>	<p>These tools are really useful for reflection and self-evaluation. You will not need to use all of the tools but rather select the one(s) that are most likely to help you achieve your improvement aims. They can help you identify strengths and ways to improve. The tools are best used by a group of practitioners, to promote conversations, share views and identify solutions and plans. Audit tools will only be effective if used in a context where honesty and commitment to work in partnership are enabled.</p>
<p>Scottish Government (2023). Mental Health and Wellbeing Strategy.</p>	<p>The Scottish Government's Mental health and wellbeing strategy sets out the long-term vision to improve the mental health and wellbeing of everyone in Scotland. Education Scotland have summarised the resource and shown how The Cycle of Wellbeing connects the elements and resources available.</p>
<p>Education Endowment Foundation (2021).</p>	<p>An Audit and discussion tool for social and emotional learning in schools. This tool has sections focused on: Leadership, Curriculum, Everyday teaching, Whole-school ethos and activities</p>
<p>Falkirk Council Educational Psychology Service. How Good is Your Mental Health and Wellbeing Provision resource.</p>	<p>This tool has sections on: Culture and Ethos, Relationships, Curriculum, Staff Wellbeing. Has links to Education Scotland (2015). <i>How Good is Our School</i> (4th ed.)/Education Scotland (2016). <i>How Good is Our Early Learning & Childcare</i> quality indicators and the Curriculum for Excellence health and wellbeing experiences & outcomes (extracts) Early Level through Fourth Level.</p>
<p>Getting It Right for Every Child (GIRFEC): Evaluating Wellbeing Guide (2013).</p>	<ul style="list-style-type: none"> • Gives staff a clear understanding of wellbeing • Demonstrates the links between wellbeing and the teaching and learning process • Helps identify actions to improve culture, systems and practice in their establishment • Highlights and recognises good practice • Supports the development of improvement objectives based on wellbeing and provides evidence of improvement as part of an overall improvement plan
<p>National Institute for Health and Care Excellence (2022)</p>	<p>Baseline assessment tool for social, emotional and mental wellbeing in primary and secondary education. Includes sections on a whole-school approach, universal curriculum content, identifying children & young people at risk of poor social, emotional and mental wellbeing, targeted support, support with school-related transitions and other life changes.</p>
<p>Scottish Government (2021). A Whole School Approach Framework for Schools to Support Children and Young People's Mental Health and Wellbeing</p>	<p>This begins with the premise that a whole school approach is preventative, universal and includes targeted interventions to ensure that all members of a school community can flourish and sustain a state of being mentally healthy. It outlines eight principles with descriptions: -</p> <ol style="list-style-type: none"> (1) Targeted support and appropriate pathways to the right support (2) Collegiate leadership and management that supports mental health and wellbeing across the school (3) A collegiate ethos and environment that promotes positive and respectful relationships and values diversity (4) Identifying need and monitoring impact of interventions (5) Supporting staff professional learning and development to ensure their own and others' wellbeing (6) Enabling children and young people's voices and participation to influence decisions (7) Working with parents, carers, and the wider community (8) Effective curriculum, learning, and teaching

<p>Queen Margaret University & Edinburgh City Council (2015). Social, Emotional and Relationship Skills, Supports & Strategies.</p>	<p>This outlines the CIRCLE Framework referred to elsewhere in this document. It includes: - Working Within an Inclusive Classroom; The CIRCLE Inclusive Classroom Scale (CICS); The CIRCLE Participation Scale (CPS) as well as Skills, Supports and Strategies which includes a section on Social, Emotional and Relationship Skills. This makes suggestions regarding modification to the learning environment; establishing structures and routines and approaches to enhance motivation.</p> <p>The CIRCLE Inclusive Classroom Scale (Primary) This scale provides a rating of how different aspects of the environment impact on learners in the following areas: the physical environment, the social environment, structures & routines. There is an Open Learn module to assist people with using this scale.</p> <p>The CIRCLE Inclusive Classroom Scale (Secondary). This scale provides a rating of how different aspects of the environment impact on learners in the following areas: the physical environment, the social environment, structures & routines. There is an Open Learn module to assist people with using this scale.</p>
<p>Applying Nurture as a whole school approach: a framework to support the self-evaluation of nurturing approaches in schools</p>	<p>Applying Nurture as a whole school approach: a framework to support the self-evaluation of nurturing approaches in schools – Appendix 3(a) Observation Profile: The Classroom 2 sections: Environment & Relationships; Learning & Teaching Appendix 3(c) Observation Profile: School Environment 2 sections: Environment & Relationships; Learning & Teaching</p>

<h1>Learner Involvement</h1>	<p>It is critical that schools have a sense of how their learners feel about and view their school. Having ways to engage children and young people in collaboration and co-construction is essential in building a community focused on the social and emotional wellbeing of all. All schools in Falkirk have their own data report from their participation in The Scottish Government (2022) Health and Wellbeing census (for learners P5-S6). This is one recent source of information that should be referred to. A combination of approaches should be used, for example questionnaires, pupil forums, focus groups, 1:1 check ins, circle time.</p>
<p>Queen Margaret University & Edinburgh City Council (2015). The CIRCLE Participation Scale (Primary) & The CIRCLE Participation Scale (Secondary)</p>	<p>This scale provides a measure of a learner's participation in school life. The Scale has been designed as an initial assessment to give an overview of a learner's strengths and potential areas for development. The CIRCLE Participation Scale can be used by the teacher and the 'team around the child' as a baseline to record and measure progress, to inform planning and to exchange information.</p>
<p>Falkirk Council Inclusion and Wellbeing Service. Wellbeing indicators booklet.</p>	<p>This booklet can be used over the four terms of an academic year to assist conversations with children about the wellbeing indicators and to gather their views. It uses a self-reflective wellbeing web with associated questions. It helps children and young people consider their skills and development on the 4 Curriculum for Excellence capacities as part of a professional dialogue.</p>
<p>Children in Scotland/Scottish Government (2019). Improving children & young people's understanding of their wellbeing.</p>	<p>This was commissioned by the Scottish Government as a resource for teachers and practitioners to support children and young people's understanding of their wellbeing, designed in response to the views of children and young people, teachers and practitioners, who were involved in consultations, scoping and knowledge exchange sessions. It contains resources for using with children at the early, first, second and third level of Curriculum for Excellence. Children and young people explained they wanted activities that were fun, creative, engaging and suitable for their age group. The resources are designed to be practical and accessible linked to the wellbeing indicators with book recommendations from the Scottish Book trust.</p>
<p>Highland Council (2020). Tools to gather the views of children & young people.</p>	<p>A downloadable resource which provides examples and suggestions of ways to gather the views of children and young people in a wide range of formats.</p>
<p>Children in Scotland (2022). Engagement pack.</p>	<p>To build knowledge and influence practice development around support for young people with additional support needs in an education setting.</p>
<p>Draw the Ideal Safe School (Dudley Educational Psychology Service, 2020).</p>	<p>This was created during the coronavirus pandemic, originally intended to connect with children who were anxious about returning to school. It can be used/adapted to seek the views of children and young people and involve them in planning for change and may help with transitions.</p>
<p>NSPCC Learning (2015). Solution-focused practice toolkit.</p>	<p>The toolkit provides ideas for worksheets and activities to use, adapt or devise for the children and young people you work with. The worksheets and activities are designed to be used with children and young people aged 5-19 years old. Ideally for practitioners who already have some training in solution-focused practice.</p>
<p>Scottish Government (2020). Decision making. Children & young people's participation.</p>	<p>Scottish Government collated access to children and young people's views, ideas and experiences that have been gathered on a range of topics. If you are planning to engage with children and young people, check for previous engagement on that topic and look at this to assist you in considering the different methods that could be used.</p>
<p>Education Scotland & Glasgow City Council (2017). Applying Nurture as a whole school approach-focus group discussion prompts</p>	<p>From 'Applying Nurture as a Whole School Approach', Appendix 5a offers a framework to support the self-evaluation of nurturing approaches in schools. This appendix provides focus group discussion prompts for children and young people.</p>

<h1>Staff wellbeing</h1>	<p>Staff wellbeing is essential to promoting relationships and behaviour in school. Investment in staff wellbeing is needed both at the individual level (feeling good and functioning well) and organisation level (being well together as a school community). Staff wellbeing includes a focus on physical and mental health and the quality of social relationships.</p>	
<p>Education Scotland (2023). The Cycle of Wellbeing.</p>	<p>The Scottish Government's (2023) Mental Health and Wellbeing Strategy sets out the long-term vision to improve the mental health and wellbeing of everyone in Scotland. The Cycle of Wellbeing pulls together the wealth of national guidance and resources which support the wellbeing of staff and children and young people. It places the wellbeing of and for staff as the first consideration in this cycle of wellbeing.</p>	
<p>Falkirk Educational Psychology Service collation of staff wellbeing resources</p>	<p>This blog contains a range of recommended resources from various sources that assist staff to invest in self-care, starting with the 5 Ways to Wellbeing. Staff are able to self-select the resources that are most appealing and fitting for them.</p>	
<p>Children and Young People's Mental Health and Wellbeing: School Staff Wellbeing resource</p>	<p>There are four main sections to the course: (i) An overview of Mental Health and Wellbeing; (ii) Factors Influencing Mental Health and Wellbeing; (iii) Applying prevention-based approaches to Mental Health and Wellbeing in schools; (iv) School Staff Wellbeing - The final section provides opportunities to consider the ways in which school staff can look after their own mental health and wellbeing and the importance of self-care for promoting mental health and wellbeing in children and young people.</p>	<p>15</p>
<p>NHS Health Scotland (2020). Supporting teachers' mental health and wellbeing: Evidence Review</p>	<p>This gives evidence for the need to invest in staff wellbeing and evidence about what interventions show the greatest efficacy. The review recommends consideration of both systemic and environmental factors, as well as implementation of individual level supports. Pages 22-23 contains a list of sources of information about promoting wellbeing in the workplace and/or managing work-related stress.</p>	<p>Falkirk Council Educational Psychology Service</p>
<p>Education Scotland Coaching resources</p>	<p>Coaching and mentoring can be one route to helping staff with their wellbeing and self-empowerment. The strategy from Education Scotland defines coaching as 'a one to one conversation that focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questions, active listening, and challenge in a supportive and encouraging climate' (van Nieuwerbutgh, 2012,p.17)</p>	<p>November 2024</p>
<p>NHS Education for Scotland (2020). Wellbeing Planning Tool & NHS Education for Scotland Wellbeing Planning Tool animation</p>	<p>The NES Wellbeing planning tool is a two step tool to support staff wellbeing.</p> <p>Step 1: Knowing your warning signs: Is a traffic light warning system to chart your personal wellbeing warning signs across the three domains of Physical, Psychological and Social wellbeing. Your signs are ranked as Red: Feeling stressed, Amber: Feeling a little stressed, and Green: I'm ok, no need to do anything differently.</p> <p>Step 2: Actively manage your wellbeing: Allows you to reflect on what works to support your own wellbeing and to then plan actions and activities to support wellbeing. Actions or activities are planned for at home and at work, and they are spread across the three domains of Physical, Psychological and Social wellbeing. Common examples of ways to preserve wellbeing during work, when leaving work and at home. Examples are mapped out as things to Do (Physical wellbeing), Think and Feel (Psychological wellbeing), and Connecting (Social wellbeing).</p>	<p>Falkirk Council Educational Psychology Service</p>

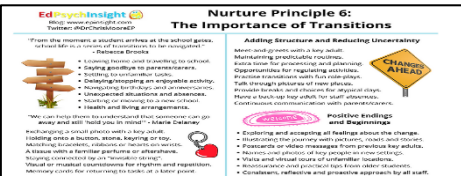
<h1>Resilience</h1>	<p>Resilience is the process of adapting to adversities or challenges that are faced in life and being able to cope. It is necessary to develop resilience to be prepared for and cope with challenges that arise. For children we can assist them to develop emotional resilience by providing them with a context of safety and security within everyday experiences and develop their capabilities underpinned by the two pillars of nurture:</p> <table border="1" data-bbox="488 316 1034 427"> <tr> <td>CARE</td> <td><u>Attunement</u>; warmth; connection; empathy</td> </tr> <tr> <td>CHALLENGE</td> <td>Structure; well-judged expectations; independence; new achievements</td> </tr> </table> <p>Skilled exposure to challenge fosters children's resilience and enables them to view mistakes as opportunities to learn rather than a negative reflection on their abilities or self-worth.</p>	CARE	<u>Attunement</u> ; warmth; connection; empathy	CHALLENGE	Structure; well-judged expectations; independence; new achievements
CARE	<u>Attunement</u> ; warmth; connection; empathy				
CHALLENGE	Structure; well-judged expectations; independence; new achievements				
<p>Center on the Developing Child, Harvard University (2015). (video 2.29mins) The Science of Resilience.</p>	<p>Resilience is a highly interactive process between individual characteristics and the environment in which the individual has developed. In this video resilience is seen as a scale with counterbalance between difficult things and positive experiences. Genes and early experiences, adversities and vulnerabilities will influence a person's resilience but so too will protective factors, temperament and repair and recovery from adversities. Supportive adult relationships and the accumulation of positive experiences, and exposure to tolerable stress helps children learn coping skills.</p>				
<p>Center on the Developing Child, Harvard University (2015). (video 2.17mins) How Resilience is Built?</p>	<p>This describes how the core ingredients of resilience can be supported. Research shows the impact of parents, carers, teachers, and other adults in supporting the development of children's adaptive toolkit and potential skills of resilience including, coping; adapting; self-regulation and delaying gratification. It also highlights how communities can support capacity building and resilience.</p>				
<p>Iriss (2007-17). Fostering Resilience.</p> <p>A short description of how to foster and develop resilience in children and young people.</p>	<p>Although many factors can be associated with resilience, there appear to be three fundamental building blocks that underpin a resilient child</p> <ul style="list-style-type: none"> • A secure base and sound attachments with carers providing the child with a sense of belonging and of security. • Good self-esteem providing a sense of self-worth and of competence. • Self-efficacy or a sense of mastery and control, along with an understanding of personal strengths & limitations. <p>Daniel and Wassell (2002) have developed these three building blocks into a framework for assessment and planning consisting of the following six domains shown in the diagram:</p> <p>Secure base Education Friendships Talents and interests Positive values Social Competencies</p> 				
<p>Education Scotland. The Journey: Adventures in Resilience.</p>	<p>Resource for 13-16year olds to be used by practitioners or parents/carers. Considers the Change Curve as a way to help young people work through and express their feelings and thoughts about change.</p>				
<p>Education Scotland Resilience Alphabet (primary)</p>	<p>Using the Resilience Alphabet resource, teachers and practitioners can help pupils to build inner strength and wellbeing using fun and engaging activities. For each letter of the alphabet there is a definition, something to think about, something positive to say and some suggestions of things to Make, Do or Write.</p>				
<p>RESILIENT KIDS</p> 	<p>Training provided by the Falkirk Educational Psychology Service on the use of the Resilient Kids packs produced by Highland Council. Pack one: Resilient Kids to school (nursery into P1); Pack two: Resilient Kids Together (P3); Pack three: Resilient Kids Moving up (P7). These are designed as universal programmes to build resilience and emotional literacy through activities including games, stories, discussion and role play. Following training participants will be able to download the three packs and associated materials.</p>				

<h1>School-based risk factors</h1>	<p>These are concerns that arise for some children and young people. By intervening early, it is often possible to prevent them becoming more significant and complex barriers. For almost all of the children, young people and families that experience these barriers, we suggest that using the resources below AND having a strong focus on assessment and intervention for the child's social, emotional, relationship and behaviour development, by using the resources and approaches in this guide to help, is always going to contribute to overcoming these barriers. The Anna Freud Mentally Healthy Schools website gives information on the different factors that might affect children and young people, the behaviours that school staff might see that could indicate a student is struggling, and the strategies school staff can employ to support them.</p>	
<p>Non-attendance</p>	<p>Forth Valley & West Lothian Regional Improvement Collaborative and Education Scotland (2023). Improving Education in Scotland</p>	<p>This is an Interactive Attendance Guide thinglink to support settings with their improving attendance work. The Professional Learning section provides a video link from Tina Rae: Supporting Students with Emotion-based School Avoidance which has been a growing concern in our schools. A symposium on emotionally based non-school attendance was held by the Forth Valley & West Lothian Regional Improvement Collaborative (glowscotland.org.uk) in March 2023. Workshop 6 on the link outlines what emotionally based school avoidance is and how it can be supported. Improving attendance in Scotland Resources Education Scotland provides report and materials to help improve attendance.</p>
<p>Bullying</p>	<p>Recording and monitoring of bullying incidents in schools: supplementary guidance (2018)</p> <p>Respect for All (2017): The national approach to Anti-Bullying for Scotland's Children & Young People</p>	<p>Local authorities are subject to the general equality duty as set out in the Equality Act 2010, which requires 'due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in the exercise of their functions'. ' How Good is Our School 4 ' includes a safeguarding quality indicator and specific quality indicator on ensuring wellbeing, equality and inclusion. This supports schools to effectively evaluate their own practice and support self- improvement. This is a practical guide, which takes organisations through the steps needed to develop/review their anti-bullying policies to ensure they are in step with the principles of Respect for All.</p>  <p>This outlines the principles of the Equality Act and Respect for All, describes several types of bullying – including cyberbullying. Since August 2019, all schools and local authorities have been expected to use the Bullying and Equalities Module within the SEEMiS system to record and monitor bullying incidents. In 2020, an evaluation was undertaken to see how the arrangements have been implemented and comments on how well these are supporting children and young people.</p> <p>Supplementary Guidance (2017) & Approaches to recording and monitoring incidents of bullying in schools. National thematic review February 2023</p>
<p>Stress</p>	<p>Data shows that high numbers of children and young people are experiencing stress and anxiety. For most this is mild-moderate and can be supported by those around the child without specialist help. This can arise for multiple reasons. For resources on academic & exam based stress Mind Guidance on managing exam stress has information for young people 11 – 18 years on understanding exam stress and where to go for support. Falkirk Educational Psychology Service has an Anxiety Toolkit with various resources for supporting & responding.</p>	
<p>Exclusions</p>	<p>Included, engaged & involved part 2: preventing and managing school exclusions outlines approaches to improving positive relationships and behaviour. Contains checklists for considerations prior to, during and after exclusion. Notes that children and young people are more likely to be excluded where they: are assessed or declared as having a disability; are looked after; are from the most deprived areas; have an additional support need (ASN); and/or have an additional support need that has been identified as social, emotional and behavioural.</p>	



Consideration given to [Falkirk Community Mental Health and Wellbeing Supports & Services](#).



<h1>Relationships & Belonging</h1>	<p>Relationships and a sense of belonging in a child or young person's life are key to supporting their mental wellbeing. In a school setting student-staff relationships should be nurtured, supported and developed. Students benefit from feeling they belong to the wider school community.</p>
<p>Glasgow Motivation and Wellbeing Profile</p>	<p>This is a 20-item questionnaire that explores motivation and sense of wellbeing in the learning context. It elicits children and young people's views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences and encourages them to consider how they can increase their own determination, motivation and sense of wellbeing.</p>
<p>Anna Freud – Mentally Healthy Schools</p>	<p>Relationships and belonging – this web page provides information about belonging to a school community, peer relationships, peer support programmes and related resources.</p>
<p>Education Scotland & Glasgow City Council (2017). Applying Nurture as a whole school approach: A framework to support the self-evaluation of nurturing approaches in schools: Appendix 2 Attunement Profile</p>	<p>This offers a profile to support the self-evaluation of nurturing approaches in schools, with this profile focused particularly on the communication and interaction elements that assist strong relationships and belonging to develop for children. The profile can be used in various ways including:</p> <ul style="list-style-type: none"> (i) to support practitioners in their own reflections on their attunement style with children and young people in the classroom, Nurture Groups or other settings; (ii) to support practitioners who are engaged in reflective practice with peers around their attunement style; (iii) to support professionals in their interactions with colleagues – this may be particularly useful for those in management or leadership positions; (iv) to support children and young people in their interactions with their peers.
<p>EP Insight is a blog from an Educational Psychologist who focuses on attachment, trauma, nurture, relationships and wellbeing.</p> 	<p>Various resources on this blog are relevant to promoting relationships and behaviour through pedagogy to support children's social and emotional development. For example, these information sheets on the Six Nurture Principles.</p> <ul style="list-style-type: none"> Principle-1-learning-is-understood-developmentally Principle-2-the-classroom-offers-a-safe-base Principle-3-the-importance-for-development-of-wellbeing Principle-4-the-power-of-communication Principle-5-beyond-behaviour Principle-6-the-importance-of-transitions

A child's sense of safety is underpinned by their emotional safety as well as their awareness of the skills they have developed. The child is on a journey from dependence via interdependence to independence for all of the skills they need in learning and in life that we are assisting them to develop. This can also be thought of as the journey from co-regulation to self-regulation as covered in the section called executive function skills.

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The length of time or amount of investment required for progression will depend on a variety of factors including the particular skills, developmental readiness, individual strengths of the child and the environmental experiences provided.

<h1>Communication in the Classroom</h1>	<p>Research has shown that there are three elements to communication - body language, voice and words, however these do not contribute equally to communication being received by another – people rely most heavily on body language (55%) then voice intonation, tone etc (38%) and then words (7%). Consideration of communication in the classroom should strongly consider the non-verbal, emotional messages communications convey (see Nurture, Relationships & Belonging and other audit tools mentioned in this document) and thinking about how, as adults we interact to ensure children's understanding and help them to develop their language and communication skills. We have to be particularly mindful of the variety of receptive and expressive language and communication needs and gaps children within our classrooms have when thinking about our overall communication and the words we use.</p>	
<p>Falkirk Council Early Years Team (2022). Early Level Self-Evaluation Audit Tool: Interactions.</p>		<p>This tool can be used to ensure all children are included through universal supports.</p>
<p>Speech and Language UK - Creating a communication supportive environment</p>	<p>This website provides strategies to develop a communication-supportive environment. It covers three aspects – the physical environment, the strategies that adults use and the opportunities that children have to practice their communication skills.</p>	
<p>Glasgow Educational Psychology Service - Language & Communication Friendly Environment</p>	<p>This webpage details an initiative taking place in schools in Glasgow. A video provides a rationale for creating a Language and Communication Friendly Environment. There are also links to the policy that supports this initiative, which contain useful evaluation check lists.</p>	
<p>EP Insight is a blog from an Educational Psychologist who focuses on attachment, trauma, nurture, relationships and wellbeing. The resources include 'Descriptive Commenting'</p>	<p>The Descriptive Commenting approaches (Adapted from the Incredible Years Programme) has specifically been designed with young children in mind. However, this approach is also useful for children throughout education. Try to think of examples of descriptive commenting phrases you can use with children you work with. We must reduce the number of questions we ask children – both due to some children having difficulty responding to questions and also because questions can often constrain learners thinking and their leading of learning, maintaining curiosity and deepening thinking for themselves. This approach is consistent with Assessment is For Learning (Formative Assessment) and effective feedback (see What is assessment for learning and what are the benefits Cambridge; Dylan William (2018) What do we mean by Assessment for Learning (video, 9mins)) in providing feedback in such a way to assist learner motivation and move their learning forwards.</p>	
<p>Mediating/scaffolding learning see Education Endowment Foundation (2023). The 'Five a Day' Principle – Scaffolding.</p>	<p>Scaffolding of learning is a method informed by the zone of proximal development theory of Vygotsky. Effective Mediating/scaffolding of learning relies on the educator thinking about the nature of their communication in ensuring their approach is suited to the skills of individual and groups of learners. There are multiple techniques or strategies to use, that do not solely rely on, or overwhelm children with verbal communication – see examples on image →</p>	

<h1>View of self as a learner Engagement & Motivation</h1>	<p>A child's self-esteem and sense of how skilled they are as a learner can add to or mitigate any additional barrier to learning that they have. Many factors influence a child's engagement and motivation in learning. Planning the pedagogical supports for supporting engagement and motivation is a necessary step in supporting a child to learn, achieve and become as independent as possible in learning.</p>
<p>Scottish Government (2023) What is assessment, when and how does it take place?</p> <p>Guidance on metacognition and self regulated learning. Education Endowment Foundation (2021)</p> <p>Ed Scotland: Peer assessment YouTube video.</p>	<p>This explains that assessment is about what children and young people know, understand and are able to do. Evidence of progress and achievement can be gathered by:</p> <ul style="list-style-type: none"> • children and young people through self-assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on • fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on • teachers, parents and others who can help identify and support their next steps in learning. <p>As educators then, we need to encourage children to self-reflect through metacognition strategies.</p>
<p>Education Scotland: Resources Dylan Wiliam - self efficacy</p>	<p>Educators may become hooked on the idea that for a child or young person to feel good about themselves as learners they need to have high self-esteem. Dylan Wiliam noted that self-esteem is feeling good about yourself; self-efficacy is <i>feeling good about yourself because of what you can do</i>. Bandura and others, report that when you focus on self-efficacy, when you get children & young people to feel good about themselves because they know they can learn; because they know they can improve; because of what they have accomplished, that is much more stable, it's robust, and it feeds forward into future learning activities.</p>
<p>Mindsets - Dweck, C. S. (2006). <i>Mindset: The new psychology of success</i>. New York: Random House.</p> <p>TES What is a growth mindset? as well as explaining growth mindsets this article notes caution over research in this area.</p> <p>The Growth Mindset pocketbook (2014) Hymer & Gershen outlines how mindset can enhance motivation.</p>	<p>According to Dr Carol S. Dweck, Mindsets are beliefs about our most fundamental qualities like ability, talents, personality, intelligence and so forth. People with fixed mindsets believe that qualities like intelligence are essentially stable: they don't change much over time. People with a fixed mindset have a high desire to prove themselves to others; to be seen as smart and avoid looking unintelligent. These individuals are susceptible to learned helplessness because they may feel that circumstances are outside their control, thus they may give up easily. As a result, they may avoid situations or activities that they see as challenging. Alternatively, they may purposefully choose extremely difficult tasks so that they have an excuse for failure.</p> <p>Contrast this to a growth mindset based on the belief that your basic qualities are things you can cultivate through your efforts and although people may differ in many ways in their initial talents and aptitudes, interests or temperaments – everyone can change and grow through application and experience.</p> <p>Teachers encourage children to develop a growth mindset.</p>
<p>Leuven Scales of wellbeing and involvement</p>	<p>Although developed for early years, these scales can be used for monitoring and tracking any learner wellbeing and engagement. It can be useful to focus on changes across a particular block of time (eg. recording 1-5 based on the scales for chunks of time across days or few weeks and then looking for patterns in wellbeing & engagement – how this fluctuates and what might be contributing and then looking to develop ways to assist the learner).</p>

Transitions, Routines, Changes



The school day is comprised of a variety of changes, with students moving between different environments, people and learning tasks. It is beneficial to consider if transitions impact on a student's ability to self-regulate and how can we support this. Transitions can stimulate a range of feelings and elicit memories - that may not always be positive. Some student's wellbeing can change before, during and after transitions. The resources below can increase understanding and provide practical strategies to support better transitions. The strategies can be used at a range of stages from Universal up to Stage 4 and should be tailored accordingly to meet the needs of the students involved.

EP Insight	<p>EP Insight is a blog run by an Educational Psychologist. The link below is a post regarding Nurture Principle 6: The importance of Transitions. This short article covers topics such as: the impact of transitions, supportive objects and routines, adding structure and reducing uncertainty, positive endings and beginnings and references and further reading. The article discusses nurturing and trauma -informed practices.</p> <p>Nurture Principle 6: The importance of Transitions (epinsight.com)</p>	
<p>Realising the Ambition: Being Me</p>	<p>This early years National Practice Guidance devotes Section 8 to Transitions. It covers the following topics: Defining transition; What we can learn from research; Why we should place such a strong emphasis on improving transitions for children; Key features of positive transitions practice from home to an early learning and childcare setting; Key features of positive transitions practice within and across an ELC setting; Key features of positive transitions practice for babies and children accessing more than one education and care setting/provider; Key features of positive transitions practice for babies and children and families who need additional support; Key features of positive transitions practice from an early learning and childcare setting to school.</p>	
Beacon House	<p>Beacon House is a specialist therapeutic service for young people who have experienced trauma and loss. They provide a range of resources on their website. This transition resource provides top tips that focus on – adults being prepared, name it to tame it, being crystal clear, helping their body, staying connected and transitions are temporary.</p> <p>Supporting-Transitions-2.pdf (beaconhouse.org.uk) These printable transitions cards can be used as a tangible object to let a student know explicitly that they are being kept in mind. Transition Cards (beaconhouse.org.uk)</p>	
Autism Toolbox	<p>The information on the Autism Toolbox website focuses on supporting ASD learners. Having an ASD friendly classroom environment can support all learners. There is a range of information on the website to support all types of school transitions.</p> <p>This resource focuses on School Day Transitions: School Day Transitions ("Micro Transitions") Autism Toolbox</p> <p>This resource focuses on class to class Transitions: Class to Class Autism Toolbox</p>	
Books	<p>Inside I'm Hurting: Practical Strategies... by Louise Bomber (amazon.co.uk) This book devotes a chapter to transitions and changes in the school day and environment. It covers the following topics: Home to school transitions – meet and greets; Daily movement between lessons; Class changes; Time to complete tasks; Being interrupted – the use of memory cards; Waiting; Changes in staffing; Changes in the physical environment; Practices at the end of term; Practices at the end of the school year.</p>	
The OT Toolbox	<p>This website is a blog written by an American Occupational Therapist. Their post on transitions focuses on – preschool and toddler age group. It explains what a transition is and the anxiety it might provoke. It details the role executive functioning skills play in supporting a child's transition. It identifies a range of strategies to support transitions in school and at home. Transitions for Children - The OT Toolbox</p>	

Emotional Awareness: Emotional Recognition, Emotional Regulation

Children, young people and adults.

Emotional regulation is the ability to manage our emotions and behaviours. Children and young people experience emotions in response to thoughts, feelings and because of what is happening around them. Regulating emotions is a skill that develops throughout our life. As adults we can support children and young people by offering to co-regulate.

[Falkirk Council's Educational Psychology Service Practitioner Pages](#)

The practitioner pages provide practitioners working in Falkirk with easy access to materials, links and advice that will assist in their assessment & intervention. The link below can support understanding regarding supporting children to learn to self-regulate. This detailed resource covers a range of topics including - using scripts, the cycle of self-regulation, reactive interventions, and suggestions for intervening successfully (eg. [Supporting Children to Learn Self-Regulation](#)).



This link - [Incredible 5 point scale | \(glowscotland.org.uk\)](#) is a useful audio narrated PowerPoint on the Incredible 5-point scale. The 5-point scale can be used to support a child/young person's emotional regulation.

Falkirk Council Educational Psychology Service online self-directed training module - [Understanding and managing challenging behaviour – the low arousal approach](#) introduces the low arousal approach to managing challenging behaviour based on the work of Bo Elvin, Clinical Psychologist, and the team at Studio III. It looks in detail at the cycle of arousal and focuses on the role of the adult in managing the challenging behaviour without escalating the situation. The second part of the module introduces the STAR Analysis as an example of a functional analysis framework for making sense of behaviour.

Education Scotland

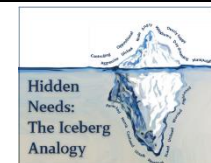
[Regulate, Relate, Reason and Restore](#) - This information note is based on the 4 R's model of Regulate, Relate, Reason and Restore. Each 'R' is discussed with additional resources detailed at the end of the note.

EP Insight is a Blog run by an Educational Psychologist. This blog focuses on the first 'R' – Regulate – and looks at ways adults can provide patterned, repetitive, and rhythmic activities which create a sense of calm and safety [The Constellation of Regulation: Part 1 of the 3 Rs](#)



Beacon House

Beacon House is a specialist therapeutic service for young people who have experienced trauma and loss. The resources are written using a 'trauma lens' and offer strategies from this perspective. They offer a range of downloadable resources on their website: [Resources \(beaconhouse.org.uk\)](#). Some resources on their website worth considering: Brainstem soothers: Moving a child to their thinking brain; Hidden needs: The iceberg analogy; Moving from behavioural to relational responses; The relational regulation game: Make & play together; The space in between: How is the support you offer influenced by attachment strategies.





Anna Freud, a mental health charity for children and families, have developed guidance on creating a safe environment for pupils and staff. When a child or young person feels safe and supported, they are more likely to be able to engage in their learning, manage their emotions and ask for support when they need it [Create a safe environment for pupils and staff | Anna Freud](#); 'We all have mental health' [Primary School Teacher Toolkit to accompany 'Talking mental health'](#)

The Ring of Emotions Framework is developed by researcher Alan Mclean and promoted by Moray House, University of Edinburgh. It has been developed as a tool for self-reflection and emotional coaching [ECP.pdf \(whatmotivateslearning.com\)](#) and a webinar [The Emotion-Ring: Emotional Wellbeing – Mastery Over Mystery \(2022\)](#) available.

The **OT Toolbox** website is a blog written by an American Occupational Therapist. Their post on Co-regulation focuses on how the environment and the feelings around us directly affect behaviours. It also provides simple ways to support children to calm down. [Co-regulation - The OT Toolbox](#)

The **Emotions Works** programme is a Scottish education resource (used by many Falkirk Schools) that can support the delivery of Social Emotional Learning for all.

<h1>Restorative Approaches</h1>	<p>Restorative approaches separate the person from the behaviour. They promote acceptance and responsibility for actions and seek to repair harm. Research suggests such approaches can create peaceful learning inclusive environments. Schools can use restorative approaches as part of a planned response to relationship and behaviour difficulties. However, in order for restorative approaches to be effective, these need to be applied in a context and culture where there is understanding that children's behaviours and mistakes of different scales are influenced by their own life experiences, vulnerabilities and adversities. There also needs to be understanding that children can learn through these experiences if they are guided well by adults around them. Many adults still believe that behaviourist and punitive responses are the best and most effective in changing children's behaviours. So there needs to be ongoing acknowledgement of this and the complexities in applying restorative approaches across our whole school communities.</p>
<p>Education Scotland – Restorative approaches.</p>	<p>This webpage explains why restorative approaches should be adopted and what is involved. Schools can use this resource to support parents' understanding.</p>
<p>Peacemakers – Educating for peace.</p>	 <p>Peacemakers want to equip staff to deal peacefully and creatively with the inevitable conflicts that arise in schools. Their website provides a range of resources and case studies that can be used to support restorative approaches and peer mediation.</p>
<p>Education Scotland – Restorative approaches – Peer mediation.</p>	<p>This professional learning resource provides information on peer mediation. The resource includes videos and PowerPoint presentations to support the introduction of peer mediation in a school.</p>
<p>Australian Association for Restorative Justice.</p>	<p>The AARJ website has a page devoted to restorative practices in schools. It highlights the benefits of relationship-based education and provides further links to the Restorative Schools Australia website.</p>
<p>Glasgow Psychological Service. The 5 key restorative questions.</p>	<p>Glasgow Psychological Service have produced a simple resource to support restorative processes in schools. The resources details the 5 key restorative questions, using visuals to help accessibility and use with children.</p>
<p>ELSA Support (2016). Restorative questions resource.</p>	<p>ELSA provide downloadable resources which are ready to print and use. The link provides restorative practice questions that can be printed and used in a classroom setting. The terms of copyright and use are noted in the link provided.</p> 
<p>Fix it Folder Resource</p>	<p>The Fix-it-Folder Resource is an Augmentative and Alternative Communication approach to Restorative Conversations. It uses Boardmaker symbols with restorative questions to support young people where there has been conflict or difficulties in school.</p>

There are further materials and practice guides on the [Falkirk Council Educational Psychology Service Practitioner Pages](#).

<https://blogs.glowscotland.org.uk/fa/epspractitioners/>

If you have any comments or queries about this document, please contact:

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